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An experimental course was devised for 36 law enforcement administrators which provided for contact periods spread over eight months and a final retraining session in the 12th month. The course integrated study of the behavioral sciences and communications, executive and professional skills, speeches and informal discussion for professional enrichment, and self-teaching materials and outside assignments. There was time for psychological testing, individual counseling, application of classroom principles to the job and homework, and evaluation of progress at various stages. The project held the attention of the police executives while not keeping them away from their jobs unduly. Behavioral changes in the participants resulted in improvements in their departments. Problems arose from supervisory municipal officials who did not cooperate as much as desired, and from a failure to use the psychological testing, class time, and outside projects to best advantage. Probably more self-instruction and work projects should be used in the future. The project was not evaluated adequately to satisfy the course administrators, who recommend evaluation by an outside agency in the future. (Appendixes include lists of lectures and reading materials, and the evaluation questionnaire) (jf)

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
OFFICE OF EDUCATION

POLICE EXECUTIVE DEVELOPMENT PROGRAM

FLORIDA INSTITUTE FOR LAW ENFORCEMENT

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O.L.E.A. GRANT # 075

A POLICE EXECUTIVE DEVELOPMENT PROGRAM

Final Report

to

Office of Law Enforcement Assistance
United States Department of Justice

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POLICE EXECUTIVE DEVELOPMENT PROGRAM

FLORIDA INSTITUTE FOR LAW ENFORCEMENT

ST.PETERSBURG JUNIOR COLLEGE
DEPARTMENT OF POLICE ADMINISTRATION

The Department of Police Administration of St.Petersburg Junior College is a well established law enforcement education and training center serving both large and small municipal police agencies and sheriffs' departments throughout Florida.

In addition to a two-year degree program leading to the Associate in Arts in Police Administration degree, the Department of Police Administration operates the Florida Institute for Law Enforcement which offers a full schedule of in-service training courses and other programs and services designed to assist the police administrator at the local level of government in Florida.

The Department of Police Administration is currently staffed by a full-time chairman and two full-time instructors, with an additional full-time instructor to be employed in July 1968. Facilities include offices, a specially equipped law enforcement seminar classroom, and a basic crime laboratory. The activities of the Department of Police Administration are supported by a full range of college facilities, including an excellent library, and by an exceptionally well qualified faculty.

INTRODUCTION

As a result of the recent rapid growth of the spirit of police professionalization in the United States, many law enforcement administrators find themselves in a difficult position. Often recognizing the need for personal and professional development, they feel that they cannot invest the time necessary to participate in traditional programs of higher education and, in any event, are very reluctant to join their subordinates in the competition of the college and university classroom.

As a rule, these high level law enforcement administrators are intelligent and capable individuals who have risen through the ranks of their organizations in a period of police history that did not value formal education and professional development. Consequently, they are at a distinct disadvantage in the typical educational programs and tend to avoid them. On the other hand, today's police administrators occupy key positions in relation to improvement and professionalization of law enforcement and their developmental needs must be recognized if current efforts to upgrade the administration of justice are to succeed.

It is suggested that the average chief of police needs not only background knowledge in the principles of modern police administration, but also, and perhaps more critically, development as an executive capable of managing the police enterprise and relating effectively to other components of the community government and the public at large. Law enforcement "administrative and supervisory personnel must operate a complex business, which entails assessing community needs; determining policy; selecting, training, deploying, and supervising personnel; and utilizing a budget in the best possible manner."[1] While this need is common to all police administrators, its absence is particularly evident in those individuals holding top leadership positions in our medium and small law enforcement agencies. This problem was succinctly summarized by the _Task Force Report_: _The Police_:

> Decisions relating to the enforcement function have traditionally been made for the police by others. The police have typically not been consulted when changes were contemplated in the substantive or procedural criminal law, despite the fact they clearly have more experience in dealing with some of the basic issues than anyone else. The reason that they have not been consulted is probably because they have not been considered qualified to deal with the complicated questions involved. But it probably is also true that police lack this skill precisely because they have not been involved in the making of important decisions in the past.[2]

This project involved the development and offering of a police executive development course, on an experimental basis, through the Florida Institute for Law Enforcement of St.Petersburg Junior College. The course attempted to combine elements of essential police professional knowledge with principles of executive development in a format to attract and hold the attention of top level law enforcement administrators.

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[1] _Task Force Report_: _The Police_, The President's Commission on Law Enforcement and Administration of Justice, p. 121.

[2] _Ibid_, p. 21.

Thirty-six Florida law enforcement officials enrolled in the 222½ hour course. Of this number, twenty-four were chiefs of police, and the remaining participants were distributed as follows:

1 Chief Deputy Sheriff

6 Assistant Chiefs of Police

2 Police Inspectors

1 Police Lieutenant

2 Florida Sheriff's Bureau
(Florida Bureau of Law Enforcement)

Assistant Director
Coodinator of Training

CHAPTER I

METHODOLOGY

A. PROJECT DEVELOPMENT

The project for the purposes of discussion can be divided into three phases:

PHASE I	Preparation	July to November 1966
PHASE II	Execution	November 1966 to July 1967
PHASE III	Evaluation	July to December 1967

Phase I included:

Development and implementation of the project's administrative structure.

Detailed analysis of instructional content.

Selection of instructional personnel.

Purchase of necessary materials and services.

Publication of announcement brochure.

Advanced publicity directed at chiefs of police and their supervisors. (Mayors, city managers, etc.)

Phase II included: The presentation of the instructional program. This consisted of three basic components:

1. Behavioral Sciences and Communications
2. Executive and Professional Skills
3. Professional Enrichment Speakers

1. Behavioral Sciences and Communications. The behavioral sciences and communications units were considered to be of utmost importance to police executives. These courses were staffed by non-police members of the academic community who were most carefully selected for their ability to present their subject matter in an effective manner and for their potential ability to establish rapport and relate to the target group.

2. Executive and Professional Skills. Executive and professional skills and knowledge were included in subject blocks as indicated in the course outline. In these areas every effort was made to integrate from a law enforcement point of view the principles included in the behavioral sciences and communications units. Instructors were selected from outstanding personnel within the field of professional police service who were imminently qualified instructors.

3. Professional Enrichment Speakers. Professional enrichment speakers were individuals from the fields of law enforcement, academics, business, and public service. They addressed the student group in special luncheon and supper meetings and answered questions from the members of the group. After the luncheon or supper meetings the speakers were usually engaged in conversation by individuals and small groups for continued discussion or elaboration on the topic about which they had spoken. Selected on the basis of both knowledge and regional or national reputation, these speakers supplemented and reinforced the classroom instruction, enriched the course content, and increased the student's professional pride and awareness.

In addition to the three basic components discussed above, the project experimented with self-teaching materials in the general field of executive development.

To further supplement classroom instruction, the project included reading assignments, field work, and projects completed in the student's own department.

Phase III included: Project evaluation. Five separate evaluation techniques were planned as follows:

1. Knowledge and Information Tests
2. Participant Written Evaluation
3. Staff Evaluation
4. Student Goal Statements
5. Supervisor's Evaluation

This project was developed by the staff of the Florida Institute for Law Enforcement of St.Petersburg Junior College with the advice and counsel of the Training and Education Committee of the Florida Police Chiefs Association and endorsed by the Board of Directors of that Association.

As a result of interlocking memberships, the Training and Education Committee of the Tampa Bay Area Chiefs of Police Association was also closely involved in the development and presentation.

The cooperation and assistance of the International Association of Chiefs of Police was invaluable in the development and presentation of this project.

The Tampa Office of the Federal Bureau of Investigation provided assistance throughout the project. Their participation, advice, and assistance were of great value in making this course possible.

B. SCHEDULING

In times past, the offering of command training has, for various reasons, generally been restricted on the regional level to short lecture type programs rarely exceeding two weeks in duration. While the traditional "short course" approach has been of some value, the straight lecture format and the brief period of contact time has limited its potential.

On the other hand, the extended residential training offered at national training centers has often been beyond the financial reach of even those police executives who could be spared from their duties for sufficient time to permit attendance. The limited impact of existing national training centers was clearly documented in Norman Pomrenke's 1967 study of management training in eight southern states.[3]

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[3] "A Preliminary Survey of Police Management Training Needs and Facilities in Eight Southern States," Norman E. Pomrenke, OLEA Study Project No. 67-22, January 1967.

Because of the limitations imposed by the "short course" format and the difficulties associated with attendance at "long term" national training centers, it was decided to explore the possibility of a "middle ground" approach which would attempt to combine the advantages of both short term and long term training while minimizing the disadvantages of each.

Following discussions with many Florida police chiefs regarding their preference in scheduling and following additional staff study of the problems and possible alternatives, a decision was made to utilize an experimental schedule which would call for a series of contact periods spread over a period of eight months and a final retraining session held in the twelfth month.

In addition to convenience for the student, the scheduling described above appeared to offer the following advantages:

1. It permitted psychological tests to be administered and the results evaluated in time to revise methodology and course content as necessary.
2. Individual counseling was possible. Sufficient time was available to permit the development of relationships between staff and students that facilitated the counseling process.
3. Staff could visit the participants' departments for counseling or assistance with problems.
4. Students were better able to absorb the course material and had the opportunity to apply classroom principles on the job during the instructional period.
5. Programmed learning techniques could be employed and evaluated.
6. Reading or other "homework" assignments could be made. Time between instructional sessions allowed for considerable background reading and preparation.
7. Field projects could be assigned for completion in the student's department with subsequent discussion in the classroom.

C. PSYCHOLOGICAL TESTING

One of the difficulties encountered in the development scheduling of the course was a critical absence of information regarding the interests, aptitudes, and abilities of the target student group. By adopting the extended scheduling pattern it was possible to administer individual testing and to evaluate the results in time to make some adjustments in the course content and methodology. Additionally, the test results would provide a basis for individual counseling and the development of assignments tailored to the ability level of the particular student.

The project staff realized the possibility of resistance on the part of students to psychological testing and, as will be discussed later, this did in fact cause a modification of evaluation strategy; even though every effort was made to minimize opposition of the testing process.

The course participants were given the Lorge-Thorndike Intelligence Test and the Guilford-Zimmerman Temperament Survey by a staff clinical psychologist of St.Petersburg Junior College. The psychologist returned to the classroom and explained to the group the limitations and potential of the tests employed and offered to discuss the test results on an individual basis with those students who wished to do so. Such counseling took the form of private sessions at which the student and the psychologist discussed the test results, with emphasis on recommendations for self-improvement.

D. COUNSELING AND ASSISTANCE

On the basis of classroom evaluation and individual testing, staff members scheduled informal personal counseling sessions with course participants. These counseling sessions were normally conducted after class hours either at the college or the motel where facilities for such interviews were available throughout the program. All counseling sessions were voluntary and it was announced that the cost of special visits to the college for such sessions would be reimbursed to the student. It was also announced that, upon invitation, staff members would visit the student's community to discuss the course and offer any on-the-job assistance requested.

In addition to the counseling options provided above, the testing psychologist also offered counseling services as described briefly in Section C above.

E. SUPERVISORY INVOLVEMENT

An experiment was designed and included to improve the student's self-confidence and inter-governmental relationships. One three-day session was planned to allow the student to invite his city manager or mayor to join him in the classroom. This session, which was devoted primarily to budgeting, would hopefully improve the personal and professional contacts between the student and his superior and, at the same time, familiarize the superior with the problems of law enforcement budgeting.

F. PROFESSIONAL COMMUNICATIONS

A major factor contributing to a lack of professional identity among law enforcement officials is the absence of any regular communications media to keep them informed on matters of common interest. In Florida, the Florida Police Chiefs Association, the Florida Sheriff's Association, and other professional groups are frequently being by-passed and ignored in matters of concern to law enforcement and many individual police administrators in the state have consequently remained uninformed concerning such matters as legislative proposals, new laws, recent court decisions, minimum standards, and many new concepts in police administration.

In an effort to deal with this "information gap," this project proposed the development of a monthly publication of an information/training bulletin. This bulletin contained training materials, police management data, and current information of value to law enforcement executives. The bulletin was prepared and mailed monthly from November 1966 to December 1967, to all Florida police chiefs, sheriffs, and other interested personnel. Circulation was approximately 500 per month. Each bulletin contained approximately twenty-five pages of printed material, charts, and photographs. Both original and previously published material were used for publication.

The purpose of the bulletin was the transmission of professional information rather than the promotion or rejection of specific programs, activities, or policies. It was dedicated to the idea that properly informed police administrators will be better capable of making sound decisions on matters of community and professional law enforcement interest.

G. EVALUATION

Perhaps the most serious deficiency in the field of training and education, which of course includes executive development, is the unfortunate lack of effective evaluation techniques. In spite of recent efforts to develop an objective instrument for the evaluation of management development programs, techniques now available are, at best, merely "less subjective" than earlier methods.

Unfortunately, this project was not successful in locating or developing any techniques that appeared to offer more than those methods currently utilized by others in this field. Discussions with OLEA executive development grantees at the International Association of Chiefs of Police and the University of North Carolina failed to disclose evaluation methodology that was either new or reliable. Consequently, the following more or less traditional evaluation techniques were proposed and several of these were actually employed.

(1) Knowledge and Information Tests

To be administered in the first and final class sessions. Objective tests to measure knowledge gained and retained.

(2) Participant Written Evaluation

Each student was asked to anonymously report his opinions relative to:

a. The over all value of the program to him.

b. The value of the TOPICS to him.

c. The value of each of the classroom instructors according to their instructional ability and knowledge of subject matter.

d. The value of each of the enrichment speakers in relation to their total contribution to the program.

e. The value of conventional textbooks, supplementary reading material, self-instruction material and review quiz materials.

f. The value of self-teaching material if they were available, like those on management employed in this project, in police administration or other law enforcement topics.

g. The course content and structure for future executive development courses.

h. His recommendations to his department or city relative to sending other members of his department to this type of executive development course.

(3) Staff Evaluation

The Florida Institute for Law Enforcement's staff reported their observations of the behavior of the students. Emphasis was placed on behavioral change. The objective was to gain the evaluation of the program and not the evaluation of the individual. This was accomplished by observation of the students during class and also, during the informal discussion periods. As would be expected, the students were usually very frank in their opinions of instructors and program content.

(4) Student Goal Statements

During the final week, July 1967, students were asked to submit a statement of one or more work related goals or objectives that they would like to accomplish within their departments. For each goal or objective the student listed, he was asked to also describe his plan of action for accomplishing it. And, also, to give any anticipated problem areas that he might be confronted with in trying to reach these goals or objectives.

At the retraining session in November, 1967, each student was contacted by a member of the staff, in private, to discuss the success or failure of the student with the earlier listed goals or objectives.

(5) Supervisor's Evaluation

Original plans called for a collection of data from the student's city manager/mayor or other immediate supervisor for a pre and post training appraisal of the student's performance. This evaluation was to be based on a method employed by Victor W. Hodapp in "An Objective Evaluation of a Management Development Program," Business Research Center, John Carroll University, Cleveland, Ohio, date April 1966.

H. PLANNED SIGNIFICANCE OF PROJECT

The major significance of this project was its potential as a model for the development of executive training for law enforcement officials as an alternative to both the traditional two-week lecture "short course" and the "long course" program of the type now offered at national centers.

A regional program of the type developed here, on an experimental basis, should be of interest to those concerned with the immediate and long range improvement of law enforcement leadership, especially within the medium and small departments that continue to serve a major segment of the population.

CHAPTER II

PHASE I - PREPARATION

Sufficient lead time is critical in the development and execution of a project of this type. The grant request was submitted in June 1966 and the Statement of Grant Award was received at St.Petersburg Junior College on 29 August 1966. Even though a relatively firm curriculum had been developed prior to the submission of the grant request, it still remained to obtain the desired instructional group and guest speakers and to schedule the program according to their availability. At this point the design and distribution of the course brochure or announcement is delayed pending final selection of staff and scheduling.

A. CONTENT AND SCHEDULING

The course content is submitted in the original grant request was reviewed and minor revisions made. (See Appendix A, Course Content Summary) It was originally anticipated that the initial contact period, Session I, would be a two week meeting followed by eight additional meetings. Because of the delay in receiving grant approval, it became necessary to shift the first session from November, as originally proposed, to 5 December. In Florida the winter season begins early in December and the accompanying increase in police activity made it inadvisable to ask law enforcement officials to leave their departments for a two week period. Consequently, it was decided to limit the initial session to one week, with the second week conducted as Session II in January 1967.

The first two sessions were devoted to introductory type course material to prepare the student with the background in theory and current data for the sessions to follow. Sessions III thru VII were planned around central areas recognized by most law enforcement professionals as important to the administration and management of a modern law enforcement agency.

These included:

Session III - Training
Session IV - Personnel Management
Session V - Records & Communications
Session VI - Budget
Session VII - Inspection & Evaluation
Session VIII - Inspection & Evaluation
Planning & Research

Graduation

Although each of these sessions focused upon a specialized area, it will be noted from a review of Appendix A that they also included components of general education such as leadership psychology, communications, sociology, and government. In this way a constant interplay between what are perceived as "police" subjects and the traditional academic disciplines was planned.

Sessions III thru VII were scheduled as three day meetings which began at noon, usually on Wednesday, and lasted until about noon two days later, usually on Friday. This format allowed for driving time from the student's department to the college and enabled all participants to be back in their cities by Friday evening for the beginning of the normal weekend increase in police activity.

Session VIII was, like Sessions I and II, a week-long meeting. Session IX, the retraining session, was a three day meeting which was left open in the planning stages to permit the students to select both the topics and the instructors they felt would be most valuable.

B. STAFFING

All major program instructors were contacted and agreed to participate. Both academicians and practitioners were selected for instructors. An important point that cannot be over emphasized is that no matter how knowledgeable an instructor or speaker is, he must be capable of relating his material to the needs of the students while retaining their confidence and attention. The Florida Institute for Law Enforcement was very fortunate in securing the assistance and service of many outstanding people in both education and professional law enforcement. The program character is often set during the first several days; the knowledge, experience, and attitude of the early instructors should be carefully evaluated prior to selection. A list of major instructors and their subject areas is included in Appendix B, Summary of Lecturers.

C. INSTRUCTIONAL MATERIALS

Basic textbooks and materials were selected and ordered. Textbooks used in the course were chosen by the instructional staff for content in police organization and administration; principles of management; executive development and decision making; local, state, and national government; and police-community relations. A list of text material used is included as Appendix C, Text and Material Bibliography.

The text *Principles of Management* by Kazmier and the two part series *How to be a Good Executive* by the International Education Service were selected because they are essentially programmed learning devices and one of the objectives of the project was to evaluate the potential of programmed learning materials for police executive development.

D. ANNOUNCEMENT BROCHURE

As soon as the program schedule and content were formulated and the instructors contacted, an announcement brochure was designed. Unfortunately, the brochure was received twelve days late from the printers, resulting in a two week delay in mailing, a critical period in terms of the planned schedule of events.

Careful consideration supported by past experience indicated that for maximum effect the brochure should cross the desk of the prospective student about thirty days prior to the opening session. Too much or too little advance notice is equally undesirable. Sufficient time should always be programmed to allow adequate time for the prospective student to receive the announcement and approach his superior. Some communities require council or commission approval for such a school and the student must have time to prepare his request and receive a reply. This factor may hinder enrollment if not accounted for, especially where the program is being offered in an area for the first time.

E. ENROLLMENT

Thirty-three reservations were made for the first session of the course. The decision was made that late registration would be accepted up to the beginning of the second session; primarily because of the late brochure problem described above. Three additional participants were accepted to begin in the second session. (See Appendix D, Total Enrollment)

Police officials enrolling in the course were charged an enrollment fee of $20, which was subsequently utilized to defray a part of the course cost as authorized by OLEA regulations.

F. HOUSING AND SUBSISTENCE

Since the St.Petersburg Junior College and the Florida Institute for Law Enforcement have no student housing facilities, arrangements were made with a local motel for housing. The students were reimbursed, as a part of the project, for housing and per diem expenses. The local students did not stay at the motel but were required to be present at all luncheons and dinners that were held at the motel. In these cases the student was reimbursed for the cost of the meal only. Fortunately, the motel facilities were excellent and this factor added considerably to the total project. The motel has a private dining room which was made available for most of the luncheons and dinner meetings. This arrangement was very satisfactory.

G. EQUIPMENT PURCHASE

The project grant allowed for the purchase of an offset press and production equipment for offset plates. Several suppliers of this type of equipment were contacted and they gave demonstrations of their machines. An offset duplicator, Model 85, was purchased from the Addressograph Multigraph Corporation and a Verifax Signet Copier, Model C-K, was also purchased for production of offset masters. This equipment proved invaluable in the preparation of materials for this project.

Additional items of equipment were selected and purchased in accordance with existing fiscal regulations.

CHAPTER III

PHASE II - EXECUTION

The project execution began, with the first session, on 5 December 1966. One session a month was held through June 1967. The eighth session was held during the period 10-14 July 1967 with graduation exercises at the end of this session. The ninth session was held during the period 28-30 November 1967 as a retraining session. The project ended on 30 November 1967.

The entire program consisted of 222½ hours of instructional time. Classes were held in the special Florida Institute for Law Enforcement seminar classroom, Room 229 of the Technical Building at St.Petersburg Junior College. A summary of session dates and instructional hours is attached as Appendix E. Session subject outlines, by hour, are included as Appendix F.

A. PSYCHOLOGICAL TESTING

Psychological testing was accomplished on the second morning of the first session of the course. No advanced notice was provided to students. Although all participants completed the tests, it was apparent that the process generated a high level of hostility and it is doubtful if such testing could have been accomplished later in the course. By administering the tests early and without notice the group did not feel sufficiently secure and was not sufficiently well organized to mount a protest to the testing process.

After the testing process the participants generated considerable hostility, reinforced by interaction, and were visably upset throughout the rest of the day, acting out their hostility on the afternoon instructor. Fortunately, the afternoon instructor was Norman Pomrenke, who was extremely capable in meeting the hostility and dealing with it.

It was the opinion of the staff that everything possible was done to minimize group resentment to the testing process. The purpose and objectives of the testing were explained carefully by the psychologist and by staff members. All participants were assured that the test results would not be published or identified by name. In spite of the objectives expressed on the day of the testing, it was noted that hostility diminished rapidly and there was considerable good natured kidding of late enrollees until they had also completed the testing process.

A discussion of psychological testing rationale and outcome is included as Appendix G to this report. A summary of the results of the intelligence test results is indicated below:

Section	High	Median	Low
Verbal	143	108.5	72
Non Verbal	121	91	64

Psychological test results are compared with other student characteristics in the following section.

B. STUDENT CHARACTERISTICS

Students enrolled in the Police Executive Development Program represented a cross section of Florida law enforcement jurisdictions ranging in size from a seven man department to the Florida Bureau of Law Enforcement. There was some apprehension in the planning stages of the course that it would be difficult or impossible to design a single course that would meet the needs of police administrators of both very small and very large departments. By briefing instructional personnel carefully regarding the nature of the student group, major problems were avoided and there was surprisingly little student differential noted on the basis of agency size.

The following table illustrates the extent to which course participates had engaged in previous formal law enforcement training above the recruit level.

Prior Training

FBI National Academy	6
FBI Regional Short Courses	5
Northwestern University Traffic Institute	9
Long course - 2 Short course - 7	
Southern Police Institute	4
Institute of Applied Science	2
State Police/Highway Patrol Schools	2
Juvenile Delinquency Institute	1

Florida Law Enforcement Academy	1
Private Police School	1
Miscellaneous Short Courses	5

Only twelve course participants reported receiving no previous major law enforcement training course of any kind.

Prior education of course participants is indicated in the following table:

Prior Education - High School

Did not graduate from high school or achieve equivalency	8
Earned high school GED Certificate	4
Graduated from high school	24
	36

Prior Education - College

B.S. Degree	1
Associate in Arts Degree	1
0-23 College Credits	5
24-63 College Credits	3
64 or More College Credits	2
No College Work	24
	36

The following Student Profile Summary table will permit comparison of selected student characteristics and suggests areas appropriate for further study which were beyond the scope of this project.

STUDENT PROFILE SUMMARY

	LORGE-THORNDIKE INTELLIGENCE TEST RESULTS			EDUCATION LEVEL		EXPERIENCE				
	VERBAL	NON VERBAL	AGE	THRU HIGH SCHOOL/YEAR	POST HIGH SCHOOL/CREDITS OR DEGREE	LAW ENFORCEMENT	AS CHIEF OF POLICE	PERSONNEL IN DEPARTMENT	BUDGET (in 1000's)	POPULATION OF JURISDICTION (in 1000's)
1	83	74	52	NHSG		30	15	61	400	25
2	93	99	33	GED/65		11	NA	28	142	16
3	87	73	41	HS/43	24-63	14	1.5	8	46	5.5
4	116	99	37	HS/47		9	NA	11	68	5
5	97	79	33	HS/51	24-63	10	1	37	266	25
6	101	94	40	HS/45		18	NA	688	4,500	325
7	126	83	42	HS/42		19	9	115	700	50
8	115	83	43	NHSG		6	1	11	67	10
9	116	93	49	HS/36		1	1	7	52	3
10	127	110	42	HS/41	A.A.	9	3	19	110	8
11	105	93	36	GED/58		15	5	9	100	6
12	111	84	43	HS/41	24-63	18	2	12	60	5
13	---	---	40	HS/48	0-23	8	NA	13	78.5	13.5
14	98	93	48	HS/		17	NA	8	26	2.5
15	143	121	51	HS/32	0-23	28	5	10	37	6.5
16	100	90	46	NHSG		11	5	15	72	5
17	115	84	57	NHSG		27	22	103	730	60
18	108	90	47	NHSG		21	9	21	174	12
19	109	76	42	HS/41		15	NA	15	72	5
20	129	74	37	HS/49		15	6	50	320	35
21	101	84	58	HS/27		29	5	20	108	12
22	106	98	50	HS/36	64+	26	4	28	208	12

23	104	89	35	HS/51		12	NA	507	Unk	250
24	120	110	42	HS/42	0-23	16	NA	184	1,200	375
25	108	106	30	NHSG	0-23	9	¼	21	165	12
26	117	96	51	NHSG		25	7	76	518	42
27	72	64	62	HS/23		32	21	28	142	16
28	120	99	49	HS/35		21	4	365	2,515	210
29	94	74	47	HS/38	0-23	20	¼	29	75	21
30	93	79	55	HS/31		25	NA	104	500	45
31	111	92	43	HS/43		18	15	63	340	35
32	106	85	29	HS/55	B.S.	4	NA	80	1,400	State
33	115	100	39	GED/46		18	NA	688	4,500	325
34	125	108	43	HS/42	64+	19	1	25	163	18
35	86	76	51	GED/		15	2	28	236	22
36	121	100	40	NHSG		18	NA	80	1,400	State

Abbreviations

NHSG - Not a high school graduate

GED - General Education Development Test

NA - Not applicable, student was not a chief or department head

A.A. - Associate in Arts Degree (Police Administration)

B.S. - Bachelor of Science (Criminology)

For convenience, college credits were grouped as follows:

0 - 23

24 - 63

64 or more

C. OUTSIDE ASSIGNMENTS

Reading

Outside reading assignments were made in connection with Sessions 1 thru 7. A list of required reading assignments for each session is included as Appendix H of this report. To evaluate the usefulness of the reading assignments, a short quiz was given to the class early in each session.

Programmed Learning

Programmed learning material was assigned for use as outside reading. Again, tests were administered covering the programmed learning assignments and these tests indicated that the material was being absorbed. Although no basis for direct comparison existed, it appeared to staff members that students were achieving a higher level of learning on the programmed material than on the conventional textbooks in use. The students themselves rated the materials as follows:

Self-Instruction Material	Did Not Use	No Value	Little Value	Valuable
Principles of Management Kazmier	0	0	3	28
How to be a Good Executive IES Staff	0	1	4	26

Although no self-instruction materials specifically on law enforcement topics were employed, twenty-four of the course participants stated that they believed such material would be valuable or very valuable. In their final evaluation twenty-six students indicated that they would recommend the same or more self-instruction materials in future courses. Only four would reduce the amount of such materials and one participant recommended that they be eliminated in future executive development courses.

Projects

Between classroom sessions participants were asked to work on projects within their own departments. These assignments were made by the various instructors. A typical assignment was one made between Session VII and Session VIII, which involved the development of a checklist of criteria for the inspection and evaluation of a police department. Each student developed a list based upon his own department and these were presented in class and discussed during Session VIII. The checklists, revised as a result of classroom discussion, were then utilized in field visits to local police departments. Participants were assigned to visit departments of comparable size to their own and to inspect and make appropriate recommendations regarding selected police functions.

D. ATTENDANCE AND GRADUATION

Considering the extended nature of the program, attendance was generally good. A record of attendance by session is attached as Appendix I. Thirty-one students completed the course, a list of graduates is attached as Appendix J to this report. As indicated in the following tabulation, most of the participants not completing the course withdrew for reasonable cause.

Robert R. Ayers	Assistant Chief	Dunedin Police Department
	Resigned from the Dunedin Police Department	
John G. Healy	Chief	South Pasadena Police Department
	Underwent brain surgery from which he did not fully recover. He is no longer in the police service.	
Thomas B. Morgan	Chief	Haines City Police Department
	Withdrew without explanation after first session.	
Eugene D. Sheets	Chief	Dunedin Police Department
	Retired from police service after the third session of the course.	
Burl A. Underhill	Chief	Ft.Myers Police Department
	Attended only two sessions of the course.	

As the program progressed, it was apparent that many of the participants were making a strong effort to attend the sessions in spite of other calls upon their time. Budget hearings, court appearances, and police emergencies took their toll in terms of attendance, but considering that police executives would have no difficulty in finding an excuse for non-attendance, participation was certainly satisfactory. Chief Booth of Clearwater, Florida, underwent surgery during the course and left the hospital to return to the course and ultimately graduate with the group. Of thirty-six enrollees, only two withdrew from the course without reasonable cause.

CHAPTER IV

PHASE III - EVALUATION

A. KNOWLEDGE AND INFORMATION TESTS

It was originally planned to administer pre and post-course tests on police executive knowledge and information. In the final stages of program development it was predicted that testing of the police executive group might result in resistance that would endanger the opening phases of the course. At that time a decision was made and communicated to the OLEA staff, that the psychological testing be given first priority based on its potential value to the course. If the psychological testing did, in fact, create excessive tension the general knowledge and information tests would not be administered.

As discussed in Chapter III, Section A, the psychological testing did produce hostility and the knowledge and information tests were consequently not utilized. The psychological tests, which are not considered as part of the program evaluation process, are discussed in Chapter III.

Although the two comprehensive tests were abandoned, students were frequently tested on outside assignments and classroom work.

B. PARTICIPANT EVALUATION

At the final session in July each student was asked to complete a questionnaire evaluating the Police Executive Development Program. The questionnaire was not signed and could not be identified with a particular student. This method was used to elicit the most candid replies possible from the students. A copy of the questionnaire and a summary of student responses is included as Appendix K to this report. Some of the key areas of the student evaluation are summarized in the following paragraphs.

Of thirty-one evaluations, twenty-three students gave the program an over all rating of "very valuable" and the remaining participants rated it "valuable."

The staff was very pleased to note that all the subjects included in the program, Introduction to Management and Leadership Psychology, both non-police topics, were rated as most valuable by the group. Both were taught by academic rather than law enforcement personnel and these instructors were rated highest in the instructional evaluation category.

In the instructional materials category the students indicated the highest rating for:

Textbooks - Police Administration, O. W. Wilson

Supplementary Reading - IACP Police Records and Managing Yourself, Nations Business

Self-Instruction Materials - Principles of Management, Kazmier

Item 12 of the questionnaire concerned suggestions for changes in future executive development courses, with the following results:

Item	Eliminate	Less	Same	More
Self-Teaching Materials	1	4	16	10
Review Quiz	2	2	20	6
Assigned Reading		2	22	6
Field Projects		1	4	26
Classroom Projects			11	20
Special Guest Speakers		8	12	10
Social Periods (free time)	3	5	19	3

Perhaps the most significant endorsement contained in the student evaluation was the fact that all thirty-one graduates indicated that they would assign, or recommend the assignment of, one or more command personnel in any future police executive development program offered by the Florida Institute for Law Enforcement.

C. STAFF EVALUATION

The staff attempted to evaluate any demonstrated change in student behavior. This was for evaluation of the program and its effect, if any, upon the student. Such an evaluation must necessarily be a continuing process. Only through time as opportunities and resources are made available to the student will any "change" be fully reflected. The staff, however, has been very pleased, on the whole, with the performance demonstrated by the students.

It was agreed from the beginning that knowledge of "how to do" was not the only objective of the course. It is a failure to use the knowledge he has, or the knowledge that is available through subordinates and others, that presents one of the greatest obstacles to effective police management. The problem of implementation of knowledge and utilization of resources is essentially a matter of motivation and attitudes that the individual holds toward himself and his environment. It is therefore in attitude change and behavior rather than through knowledge collected that a program of this sort should be evaluated.

Early in the project the staff saw developing an "esprit de corps" among these top administrators and command personnel. This group inter-relationship allowed the group members to lower defenses and to realize they had colleagues with similar problems. By exchanging ideas they were able to help each other.

Several of the students were observed exchanging department material such as policy and procedure manuals, rules and regulations, reporting manuals, etc. Many of the students began asking the staff and instructors for solutions to pressing departmental problems and then when they returned to a session one or two months later they would comment on the success, or failure, of the solutions offered. This process of asking for assistance, which is often thought of as admitting a weakness by those less enlightened, slowly became the rule rather than the exception. By the end of the course, most of the students would open their departmental problems to the floor for instructors and students alike to resolve. This was an encouraging observation for the staff.

As would be expected, some, though a very small minority, did not demonstrate any significant change in professional attitude. These few were often late for class and did not participate except to voice a "traditional negative" to any progressive concept or theory.

During the interim period, from Graduation in July to the Retraining Session in November, the Florida Institute for Law Enforcement has received many requests for staff services and assistance from graduates of this program. These requests are demonstrative of "police executives", people who recognize problems and, more important, admit them; and then call on someone for assistance in solving them.

D. STUDENT GOAL STATEMENTS

In keeping with the belief that the best evaluation of training is in performance, an effort was made to devise some measure of performance in order to evaluate the program. It was decided that during the final session in July each student would be asked, as part of a routine class exercise, to list one or more goals or objectives that he would like to achieve during the next two or three months. Included in each goal statement was a plan of action and a list of anticipated problem areas. These goal statements were collected, used in the classroom, and nothing further was said in reference to them. At the November retraining session each student was asked to review the goal statements and indicate whether or not he had achieved the objectives projected in July.

Since one of the primary traits of the executive is the ability to establish objectives and manipulate resources toward their achievement, it was felt that this ability would provide a rough evaluation of the course, which was aimed throughout toward planning and execution as an executive function. The summary of the results of this evaluation technique which is presented below suggests that course participants identified meaningful goals and were reasonably successful in their achievement.

Goal	Achieved	Partially Achieved	Not Achieved
Increase deterrent effect of patrol	X		
Improve radio communications	XX	X	
Change personnel procedure to speed up recruiting processing	X		
Relieve patrol responsibility for enforcement of animal ordinance		X	
Reorganization of records system	XX	XXX	
Budget allocation to permit payment of college tuition for officers	X		
Total subsidy by state for police training		X	
State-wide computerized crime information system		X	
State-wide uniform crime reporting system			X
Better working relationships with other law enforcement agencies		X	
Plan and implement a traffic division	X		
Obtain a new, more demanding, position	X		
Establish a career development program for departmental personnel			X
Obtain overtime pay for officers assigned to extra duty	X		
Extend probation period for recruits from six months to one year			X
Combined interdepartmental riot control training and coordination	X		
Data processing for police records	X	X	
Reorganization of the department		X	
Establish an inspectional unit within the department	X		
Revised records and reporting system including automatic record of incoming calls and air traffic	X		

Goals	Achieved	Partially Achieved	Not Achieved
Training for supervisory command personnel	X		
More effective manpower distribution	X		X
Addition to police building	XX		
Assign personnel to all available training programs in the area			X
Encourage reform of the court system		X	
Establish a juvenile program		X	
Improve police-public relations		XX	
Establish a pension plan for the department			X
Move locker room to police annex	X		
Establish a special enforcement unit	X		
Increase in depth of rank			X
Reorganization of departmental structure	X		
Development of policy manual	X		
Separation of police and fire functions			X
Increase budget for training	X		
	23	14	8

E. SUPERVISOR'S EVALUATION

It was planned to ask each student's supervisor, his mayor or city manager, to evaluate his performance both before and after the course. If successful, this technique would appear to be a reasonably valid technique for evaluation of the training course inasmuch as it is hopefully behaviorally oriented. Unfortunately, preliminary discussions with city officials revealed that they were either unwilling or very reluctant to provide a evaluation of a department head for an outside agency, even under a commitment of secrecy. For this reason, the supervisory evaluation technique was not employed.

F. PROFESSIONAL RESPONSE

In addition to the planned evaluation techniques, an informal commentary was received when the Florida Police Chiefs Association, which had passed a resolution in 1966 to develop the grant request, passed a resolution in July 1967 encouraging the Florida Institute for Law Enforcement to request continuation of the Police Executive Development Program. A copy of the 1967 resolution is attached as Appendix L to this report.

G. COST

Finally, any evaluation must take into consideration the factor of relative cost. Although a complete financial report is submitted separately, the following data is extracted for the purpose of evaluation.

Basis

Total Grant	$ 43,527.00	
Unused Balance	6,184.63	
Amount Expended	37,342.37	
Plus Cost of Final Report	676.00	
	38,018.37	Actual LEAA Support
	7,407.96	Subsistence
	$ 30,610.41	LEAA Cost Less Subsistence

Student Cost

1. Cost Per Student (36)	$ 850.29
2. Cost Per Graduate (31)	987.43

Instructional Hour Cost

Cost Per Instructional Hour(222)	137.88

For the purpose of comparison, the cost of 240 hours of instruction (15 hours credit) at St.Petersburg Junior College for the 1967-68 school year was $837 per student. The cost of 222 hours of instruction in the Police Executive Development Program was $850 per student.

Thus this comprehensive police management course was offered at a cost only slightly exceeding that of regular instruction at the host institution.

CHAPTER V

CONCLUSIONS AND RECOMMENDATIONS

In summary, the major accomplishments of the Police Executive Development Program can be listed:

1. Police executives were attracted to and remained involved in an extensive 222½ hour executive development course.
2. The course successfully combined traditional topics from the behavioral sciences with what are usually perceived as "police" subjects.

   The natural and inevitable interrelationships between the two areas of study were constantly stressed and ultimately acknowledged by most of the student group.
3. Course participants evidenced behavioral changes as a result of the course and these changes were, in turn, reflected in the administration of their departments.
4. The course tested and found satisfactory a scheduling format not normally conceived as applying to police training.

   It was possible to involve the group over a period of many months and yet not require their absence from their jobs for any extended period of time.

On the other hand, the program was not without some difficulties which included:

1. Failure to secure supervisory (city managers and mayors) involvement in the program to the extent desired.
2. Failure to secure the cooperation of municipal officials in evaluating their students before and after the course.
3. Failure to make maximum use of the results of psychological tests.
4. Failure to make greater use of field and classroom projects.

The remainder of this chapter will deal with conclusions and recommendations arising from the planning and execution of this executive development program.

A. PROGRAM DEVELOPMENT

The general course content is satisfactory, both in terms of quality and quantity. As a result of the psychological tests administered to the student group, it is recommended that future courses offer material in remedial reading and logic, personal skills found lacking in the non-verbal portion of the intelligence testing. The positive attitude of the group toward "non-police" subjects and instructors suggests that a larger block of time could be devoted to the behavioral sciences in future courses.

If, as is proposed, this program be repeated for officers at the second level of command, the use of special guest speakers could be reduced.

B. SCHEDULING

The scheduling format employed in this program produced all of the expected advantages discussed in Chapter I, Section B. Students were very receptive to the extended schedule and instructional personnel reported no unusual difficulties in continuity or student retention level.

It was generally agreed among the staff members involved that the first session should have been two weeks in length as originally planned. Any future program should begin with a ten-day session.

C. PSYCHOLOGICAL TESTING

Although the students in this program were hostile toward the administration of psychological tests, their reaction was temporary and did not interfere with long range program objectives. It is strongly recommended that all training of this type include the collection of data of the nature produced by this program. Only through the use of such factual information can effective programs be developed.

In administering psychological testing it is recommended that, to minimize student hostility, such testing be done very early in the training program and be immediately preceded by a full explanation of its purpose by not only the testing psychologist, but by a law enforcement staff member whenever possible.

The value of psychological testing is enhanced by follow-up interviews between the student and the psychologist. In this program it was found that about 70% of the students voluntarily made counseling appointments with the psychologist.

The examining psychologist must be prepared to report test results and interpretations quickly if they are to be translated into program modifications. In this program the test results were not received promptly enough and, although the data was extremely useful in working with individual students, further study is needed to determine how such information will be applied to the on-going course.

D. COUNSELING AND ASSISTANCE

Early in the course students tended to resist individual counseling sessions, but as time went by they began to seek out staff members to discuss departmental problems and to request assistance. Staff visits to the students' departments were placed on an invitation only basis and it was not until the late months of the program that students began inviting staff members to their cities. Most such invitations came in the form of requests for specific assistance such as conducting promotional examinations, revising records systems, or discussion of various operational problems. Since most of the visits were assistance visits they were made by staff members under the normal operating budget of the Florida Institute for Law Enforcement.

It is doubtful if anything could be gained by requiring a staff visit, uninvited, to each participants' community and if the program is continued it is recommended that such site visits be on an invitational basis.

Individual counseling at the conference center is very valuable for both students and staff, but it is clear that such relationships must be allowed to develop naturally over a period of time; another advantage offered by the extended scheduling.

E. SUPERVISORY INVOLVEMENT

One of the major disappointments of the program was the lack of interest and response expressed by the student's mayors and city managers to the opportunity to participate in one of the three day sessions. Only one mayor and five city managers responded to the invitations to attend the budgeting session which was conducted by a nationally known municipal budgeting authority, Frank J. Leahy, Jr.

The invitations to this meeting were issued in person by the student or, if the student so elected, by a formal letter from the Florida Institute for Law Enforcement.

The failure to achieve satisfactory level of supervisory involvement suggests that perhaps municipal authorities lack a real interest in police problems and/or do not have effective working relationships with their police subordinates.

F. EVALUATION

For the reasons indicated in Chapter IV, Section A, the knowledge and information tests were not utilized. There is, in any event, a serious question as to the validity of such tests as evaluation instruments in the program aimed primarily at attitudes and motivation.

Although several evaluation techniques were applied, with varying degrees of success as discussed in Chapter IV, there remains the strong feeling that the program remains unevaluated in any objective meaning of the word. Yet, all those involved in this course - staff, students, instructors, and guest speakers - are convinced that it was successful in that it introduced participants to new and useful concepts and improved their potential as police administrators. This conclusion is further supported by the kinds of objectives selected by the students in their goal statements and by the success they achieved in reaching these goals. A command officer in one of the participant's departments remarked on one occasion that there has been more improvements in the department in the last six months while the chief was in the Police Executive Development Program than there had been during the previous six years. Hardly a scientific evaluation, but it does suggest that the program is producing significant behavior in at least one agency.

It is recommended that OLEA consider the possibility of funding research designed to develop effective evaluation techniques for police training in general and executive development courses in particular.

If this course is conducted again, evaluation would be contracted to an outside agency (a technique for passing the buck, which is not recommended) or the following would be employed again:

1. Participant Evaluation
2. Staff Evaluation
3. Student Goal Statements

G. SELF-INSTRUCTION

Self-instruction materials were utilized successfully in the program. As a second phase, it is recommended that the same or similar materials be used by police officials not enrolled in an executive development course. If the materials are again effective, it is recommended that OLEA consider the funding of a project to produce police training materials for executive development in the self-instruction format for extensive testing. Such on-the-job study may provide the only opportunity many police chiefs will have for self-improvement for many years to come.

H. PROJECTS

More actual work projects should be included in the program. Such projects should involve the development of materials that can be utilized in the student's own department. In future courses the "workshop" component would be increased and, in addition, homework projects would be developed.

APPENDIX I

POLICE EXECUTIVE DEVELOPMENT PROGRAM

FLORIDA INSTITUTE FOR LAW ENFORCEMENT

RECORD OF ATTENDANCE

Hours	40.5	38.0	21.0	20.5	20.0	19.5	17.5	31.5	14.0	TOTAL HOURS
Sessions	1	2	3	4	5	6	7	8	Retraining	
ALVAREZ, Kenneth	40.5	38.0	21.0	20.5	20.0	19.5	17.5	31.5	14.0	222.5
AYERS, Robert	40.5	38.0	19.0			19.5				117.0
BAKER, Earl	40.5	5.0	21.0	20.5	20.0	19.5	17.5	31.5		175.5
BALTRUN, Joseph	40.5	38.0	21.0	20.5		19.5	17.5	24.5		181.5
BEARY, Raymond	40.5		21.0	13.0		15.5	17.5	31.5	14.0	153.0
BLAND, William	40.5	38.0	21.0	6.0	20.0		17.5	31.5	14.0	188.5
BOOTH, Willis	40.5	31.0	21.0					31.5	14.0	138.0
BROWN, Charles	40.5	29.0	21.0			19.5	17.5	31.5	14.0	173.0
CHESSER, Mack	40.5	38.0	21.0	20.5	20.0	19.5	17.5	29.0		206.0
CURRAN, Frank	40.5	38.0	21.0	20.5	20.0	19.5	17.5	31.5	14.0	222.5
ELLIS, Roland	40.5	38.0	17.5	20.5	20.0	19.5	17.5	31.5	14.0	219.0
GALLAGHER, Charles	40.5	38.0	21.0	20.5	20.0	19.5	10.0	24.5	14.0	208.0
GOLLINER, Herman	40.5	38.0	21.0	20.5	20.0	19.5	17.5	31.5	14.0	222.5
GROWDEN, Argylle	40.5	38.0	21.0	20.5	20.0	19.5	17.5	31.5	14.0	222.5
HEALY, John	40.5									40.5
HUETT, J. T.	40.5	38.0	21.0	17.0	20.0	19.5	17.5	24.5	14.0	212.0
JOINER, William	40.5	38.0	21.0	20.5	20.0	19.5	17.5	31.5	14.0	222.5

Hours	40.5	38.0	21.0	20.5	20.0	19.5	17.5	31.5	14.0	TOTAL HOURS
Sessions	1	2	3	4	5	6	7	8	Retraining	
KUBALA, Stanley	40.5	20.0	17.5	20.5	20.0	19.5	17.5	31.5	14.0	201.0
MARTIN, Richard	40.5	38.0	21.0	20.5	20.0	19.5	17.5	31.5	14.0	222.5
McAULEY, Thomas	40.5	38.0	21.0	20.5	20.0	19.5	17.5	31.5		208.5
MORGAN, Thomas	40.5									40.5
PARSONS, Bruce	40.5	38.0	21.0	20.5	20.0	19.5	17.5	31.5	14.0	222.5
RICHARDSON, Millard		38.0	21.0	20.5	20.0	15.5	17.5	31.5	14.0	178.0
ROBERTS, William	36.5	38.0	21.0	20.5	20.0	19.5	17.5	31.5	14.0	218.5
SCOTT, Bernard	40.5	38.0	17.5	20.5	20.0	19.5	17.5	31.5	14.0	219.0
SCOTT, Francis	40.5	38.0	21.0	20.5	20.0	19.5	14.0	24.5	14.0	212.0
SHEETS, Eugene	40.5	38.0	19.0							97.5
SMITH, Harold		38.0	21.0	20.5	20.0	19.5	17.5	31.5	14.0	182.0
SWILLEY, Roscoe	40.5	38.0	21.0	20.5	20.0	19.5	17.5	31.5	14.0	222.5
TOLSON, John	40.5	38.0	21.0	20.5	20.0		17.5	31.5	14.0	203.0
UNDERHILL, Burl		38.0				8.0				46.0
VANN, Charles	40.5	27.5	21.0	10.0	20.0	19.5	17.5	31.5		187.5
WAINRIGHT, Allison	40.5	38.0	21.0	20.5	20.0	19.5	17.5	31.5	14.0	222.5
WILHELMY, Richard	40.5	38.0	19.0		20.0	19.5	17.5	31.5	14.0	200.0

Hours	40.5	38.0	21.0	20.5	20.0	19.5	17.5	31.5	14.0	TOTAL HOURS
Sessions	1	2	3	4	5	6	7	8	Retraining	
WILLIAMS, Arnold	40.5	38.0	21.0	20.5	20.0	19.5		31.5		191.0
WILLIAMS, E. Berwin	40.5	27.5	21.0	10.0			17.5	6.0		122.5
TOTALS	1332.5	1166.0	676.5	527.5	520.0	546.0	496.5	920.5	336.0	6521.5

APPENDIX J

1966 - 1967 POLICE EXECUTIVE DEVELOPMENT PROGRAM

GRADUATES

Alvarez, Kenneth C.	Ocala Police Department
Baker, Earl C.	Punta Gorda Police Department
Baltrun, Joseph R.	Treasure Island Police Department
Beary, Raymond E.	Winter Park Police Department
Bland, William R.	Tampa Police Department
Booth, Willis D.	Clearwater Police Department
Brown, Charles M.	Pahokee Police Department
Chesser, Mack M.	Lake Alfred Police Department
Curran, Frank	St.Petersburg Beach Police Department
Ellis, Roland E., Jr.	Lauderdale Lakes Police Department
Gallagher, Charles J.	Madeira Beach Police Department
Golliner, Herman W.	Gulfport Police Department
Growden, Argylle	Longboat Key Police Department
Huett, J. T.	Mount Dora Police Department
Joiner, William D.	Gainesville Police Department
Kubala, Stanley B.	Oakland Park Police Department
Martin, Richard H.	Mount Dora Police Department
McAuley, Thomas J.	Panama City Police Department
Parsons, Bruce E.	Cocoa Beach Police Department
Richardson, Millard P.	Jacksonville Police Department

Roberts, William T.	Pinellas County Sheriff's Department
Scott, Bernard S.	Wilton Manors Police Department
Scott, Francis L.	Sarasota Police Department
Smith, Harold C.	St.Petersburg Police Department
Swilley, Roscoe H.	Largo Police Department
Tolson, John F.	Lakeland Police Department
Vann, Charles E.	Florida Sheriff's Bureau
Wainright, Allison H.	Tampa Police Department
Wilhelmy, Richard L.	Pinellas Park Police Department
Williams, Arnold S.	Sanford Police Department
Williams, E. Berwin	Florida Sheriff's Bureau

APPENDIX K

POLICE EXECUTIVE DEVELOPMENT PROGRAM

FLORIDA INSTITUTE FOR LAW ENFORCEMENT

EVALUATION QUESTIONNAIRE

1966-67 POLICE EXECUTIVE DEVELOPMENT PROGRAM

Please complete this evaluation form. Your reactions and suggestions will be very helpful in planning future programs. DO NOT sign your name to this form.

1. Rate the over-all value of this program to you:

   ( ) No value

   ( ) Of little value

   (8) Valuable

   (23) Very valuable

2. Please rate each of the topics listed below according to their value to you. In this response attempt to evaluate subject material and not individual instructors.

TOPIC	DID NOT ATTEND	NO VALUE	OF LITTLE VALUE	VALUABLE	VERY VALUABLE
History and Development of Law Enforcement (Pomrenke)	(1)	( )	(5)	(18)	(7)
Introduction to Management (Wren)	( )	( )	( )	(12)	(19)
Police Organization (Pomrenke)	(1)	( )	(1)	(15)	(14)
Police-Community Relations (Barney)	( )	( )	(4)	(20)	(7)
Executive Decision Making (Downey)	(2)	( )	( )	(22)	(7)
Philosophy for Management (Evans)	(1)	( )	(1)	(18)	(11)

TOPIC	DID NOT ATTEND	NO VALUE	OF LITTLE VALUE	VALUABLE	VERY VALUABLE
Leadership Psychology (Flemming)	( )	( )	( )	(8)	(23)
Executive Communications (Zaitz)	( )	( )	(6)	(21)	(4)
External Police Problems (Purdy)	(1)	( )	(2)	(18)	(10)
Police Training (Klotter)	( )	( )	(4)	(20)	(7)
Law Enforcement and Government (Lindenmeyer)	(1)	( )	(10)	(16)	(4)
Personnel Management (Eastman)	(2)	( )	( )	(22)	(7)
Records (Leonard)	(2)	( )	( )	(15)	(14)
Community Sociology (Northcutt)	(2)	( )	(2)	(20)	(7)
Budgeting (Leahy)	(2)	( )	(4)	(17)	(8)
Inspection and Evaluation (Ingersoll)	( )	( )	( )	(20)	(11)
Systems Applications in Police Management (Columbus)	(1)	( )	(2)	(13)	(15)

3. If you rated any of the above topics of little or no value, please explain why. Continue your answer on the reverse side of this page if necessary.

4. Please rate each of the instructors listed below according to your impression of their instructional ability and knowledge of subject matter.

INSTRUCTOR	POOR	FAIR	GOOD	EXCELLENT	DID NOT ATTEND
Norman E. Pomrenke	( )	( )	(10)	(19)	(2)
Daniel A. Wren	( )	(2)	(3)	(26)	( )
Harold W. Barney	(2)	(4)	(15)	(10)	( )
Tim Downey	( )	(1)	(19)	(6)	(4)
Richard O. Evans	( )	( )	(23)	(3)	(2)
Edward L. Flemming	( )	( )	(1)	(30)	( )
Anthony W. Zaitz	(1)	(3)	(20)	(7)	( )
E. Wilson Purdy	( )	(2)	(14)	(15)	( )
John C. Klotter	(2)	(3)	(17)	(9)	( )
John H. Lindenmeyer	(1)	(5)	(18)	(6)	(1)
George D. Eastman	(2)	(2)	(21)	(5)	(1)
A. Everett Leonard	( )	(1)	(16)	(12)	(1)
Travis J. Northcutt	(2)	(2)	(17)	(7)	(2)
Frank J. Leahy, Jr.	(2)	(2)	(18)	(6)	(1)
John E. Ingersoll	( )	(2)	(18)	(11)	( )
E. G. Columbus	( )	(1)	(10)	(19)	( )

5. If you rated any of the above instructors as fair or poor, please explain why. Continue your answer on the reverse side of this page if necessary.

6. As you will recall, you heard a series of speakers in connection with group meals. Because they were not classroom instructors, please rate these special guest speakers in relation to their total contribution to the program

SPEAKER	DID NOT ATTEND	NO VALUE	OF LITTLE VALUE	VALUABLE	VERY VALUABLE
Quinn Tamm	(1)	(1)	(1)	(22)	(6)
Dan R. Warren	(1)	(1)	(1)	(12)	(16)
Stephen L. Speronis	(2)	( )	(1)	(18)	(10)
Frank E. Booker	(2)	( )	(3)	(19)	(7)
James D. Stinchcomb	( )	( )	(3)	(23)	(4)
David A. McCandless	(4)	( )	(1)	(20)	(5)
Joseph Santoiana, Jr.	(4)	( )	(1)	(21)	(4)
Harry G. Boggs	(3)	(1)	(5)	(15)	(6)
Hudson Hamm	(6)	(2)	(4)	(15)	(4)
Samuel G. Chapman	(7)	( )	(2)	(17)	(5)

7. If you rated any of the above speakers as of little or no value, please explain. Continue your answer on the reverse side of this page if necessary.

8. List any topics and/or guest speakers that you would like to have had included in the program.

9. Please answer the following questions regarding some of the instructional materials used in the course:

A. Conventional Textbooks

TITLE	DID NOT USE	NO VALUE	LITTLE VALUE	VALUABLE
Police Administration O.W. Wilson	( )	( )	( )	(31)
Principles of Management Terry	( )	( )	(8)	(23)
Government of the United States - Fincher	(1)	(1)	(4)	(25)
Decision-Making for Defense - Hitch	(4)	(1)	(5)	(21)
B. Supplementary Reading				
Police Records - IACP	( )	( )	(3)	(28)
Managing Yourself Nations Business	( )	( )	(3)	(28)
Modernizing Local Government - CED	( )	( )	(4)	(27)
Introduction to IBM Date Processing Systems	(2)	(1)	(7)	(21)
C. Self-Instruction Materials				
Principles of Management Kazmier	( )	( )	(3)	(28)
How To Be A Good Executive IES Staff	( )	(1)	(4)	(26)
D. Review Quiz Materials	( )	( )	(2)	(29)

10. If you rated any of the above materials of little or no value, please explain why. Continue your answer on the reverse side of this page if necessary.

11. Do you feel that self-teaching materials in police administration or other law enforcement topics, like those on management employed in this course, would be of value?

A. I DID NOT USE SELF-TEACHING MATERIALS DURING COURSE ( )

B. NO ( )

C. YES:

Very Valuable	(14)
Valuable	(10)
Some Value	(6)

12. Please indicate below your suggestions for future executive development course:

ITEM	DON'T KNOW	ELIMINATE	LESS	SAME	MORE
Self-Teaching Materials	( )	(1)	(4)	(16)	(10)
Review Quiz	( )	(2)	(2)	(20)	(6)
Assigned Reading	( )	( )	(2)	(22)	(6)
Field Projects	( )	( )	(1)	(4)	(26)
Classroom Projects	( )	( )	( )	(11)	(20)
Special Guest Speakers	( )	(1)	(8)	(12)	(10)
Social Periods (Free Time	( )	(3)	(5)	(19)	(3)

13. Additional comments (please include criticism of any aspects of the program not covered above, i.e., motel accommodations, meals, program administration and content, procedures, etc.) Continue your answer on the reverse side of this page if necessary.

14. If this course is offered again would you assign (or recommend the assignment of) one or more command level officers from your department?

YES	(31)
NO	( )
UNDECIDED	( )

15. If your answer to the above question is not "yes" please explain.

16. I am:

A Chief of Police	(22)
Not a Chief of Police	(9)

APPENDIX L

RESOLUTION #243

WHEREAS; the needs of law enforcement in the State of Florida are constantly the subject of concern and consideration by the chiefs of police of Florida, and

WHEREAS; one of the principle requirements for effective law enforcement in any city, county, or state is capable leadership of the police enterprise, and

WHEREAS; the development of police command and executive personnel is essential to the professional growth and development of law enforcement, and

WHEREAS; the Office of Law Enforcement Assistance of the U. S. Department of Justice and the Florida Police Chiefs Association, working through the Florida Institute for Law Enforcement, have developed and conducted a Police Executive Development Program, and

WHEREAS; the Police Executive Development Program is considered an outstanding command training course.

NOW, THEREFORE BE IT RESOLVED; by the Florida Police Chiefs Association in Annual Conference assembled at Winter Park, Florida, the 24th day of June 1967, that the full support and encouragement of this Association be given the Florida Institute for Law Enforcement in its request for federal funding to permit the offering of another Police Executive Development Program.

BE IT FURTHER RESOLVED; that the Florida Institute for Law Enforcement be commended for its outstanding contribution to the Association's continuing program of progress toward the objective of a professional police service for the State of Florida.

APPROVED AND ADOPTED THIS 24th day of June, 1967.

S/ Burl A. Underhill
President

S/ Karl E. Engel
Secretary

APPENDIX E

POLICE EXECUTIVE DEVELOPMENT PROGRAM SCHEDULE

5-9 December 1966	40½ hrs	1. First Week
23-28 January 1967	38 hrs	2. Second Week
15-17 February 1967	21 hrs	3. Training
21-23 March 1967	20½ hrs	4. Personnel & Management
10-12 April 1967	20 hrs	5. Records & Communications
3-5 May 1967	19½ hrs	6. Budget
31 May-2 June 1967	17½ hrs	7. Inspection & Evaluation
10-14 July 1967	31½ hrs	8. Final Week
28-30 November 1967	14 hrs	9. Retraining Session
	222½ Hours	

APPENDIX F

POLICE EXECUTIVE DEVELOPMENT PROGRAM

FLORIDA INSTITUTE FOR LAW ENFORCEMENT

POLICE EXECUTIVE DEVELOPMENT PROGRAM
Topic Outline

FIRST SESSION
5-9 December 1966

	8:30 9:00	9:00 10:00 11:00 12:00	1:00 2:00 3:00 4:00 5:00	6:30 to 9:00 P.M.
MONDAY 5 Dec	Registration Welcome Keynote	Orientation and Introduction	History & Development of Law Enforcement (4)	Address by Quinn Tamm (1)
TUESDAY 6 Dec	Group Executive Analysis Project (3.5)		Introduction to Management (4)	The Police Function (2)
WEDNESDAY 7 Dec	Introduction to Management (3.5)		Police Organization: Theory, Structure & Command (4)	The Police Function (2)
THURSDAY 8 Dec	Police Organization: Theory, Structure & Command (3.5)		Police-Community Relations (4)	A Philosophy of Law Enforcement (1)
FRIDAY 9 Dec	Police Organization Workshop (3.5)		Group Luncheon & Speaker (1)	

First Session Summary:

Introduction (Welcome, Keynote Address, etc.)	3.5
Law Enforcement History	4.0
Management	7.5
Police Administration	15.0
Police-Community Relations	4.0
Testing	3.5
Special Guest Speakers	3.0
	40.5

POLICE EXECUTIVE DEVELOPMENT PROGRAM

FLORIDA INSTITUTE FOR LAW ENFORCEMENT

POLICE EXECUTIVE DEVELOPMENT PROGRAM
Topic Outline

SECOND SESSION
23-27 January 1967

	8:30 9:00	9:00 10:00 11:00 12:00	1:00 2:00 3:00 4:00 5:00	6:30 to 9:00 P.M.
MONDAY 23 Jan	Decision Making in Police Admin. (2)	Executive Evaluation Results (1)	Decision Making in Admin. - Philosophy of Management (4)	Address by Dr. Speronis (1)
TUESDAY 24 Jan	Test	Leadership Psychology (3)	Introduction to Management (4)	Law Enforcement & the United States Supreme Court (1)
WEDNESDAY 25 Jan	Introduction to Management (3.5)		Police-Community Relations (4)	State Legislation for Law Enforcement Training (1)
THURSDAY 26 Jan	Test (.5)	Effective Executive Communications (3)	Police-Community Relations (4)	Contemporary Developments in Police Professionalization (1)
FRIDAY 27 Jan	External Police Problems (3.5)		Group Luncheon & Speaker (1)	

Second Session Summary:

Decision Making and Policy Formulation	6.0
Leadership Psychology	3.0
Management	7.5
Communications	3.0
Police-Community Relations	8.0
External Police Problems	3.5
Special Guest Speakers	5.0
Testing	2.0
	38.0

POLICE EXECUTIVE DEVELOPMENT PROGRAM

FLORIDA INSTITUTE FOR LAW ENFORCEMENT

POLICE EXECUTIVE DEVELOPMENT PROGRAM
Topic Outline

THIRD SESSION
15-17 February 1967

	8:30 9:00	9:00	10:00	11:00	12:00	1:00	2:00	3:00	4:00	5:00	6:30 to 9:40 P.M.
WEDNESDAY 15 Feb				Lunch	Project Review (2)		Florida Training Resources (3)				Leadership Psychology (3)
THURSDAY 16 Feb	Test (.5)	Law Enforcement Training (3)				Law Enforcement Training (4)					Address by Colonel David McCandless "Role of Training in Effective Law Enforcement" (1)
FRIDAY 17 Feb	Effective Executive Communications (3)				Project Assignment (.5)	Group Luncheon & Guest Speaker (1)					

Third Session Summary:

Project Review & Assignment	2.5
Testing	.5
Communications	3.0
Training	10.0
Psychology	3.0
Special Guest Speakers	2.0
	21.0

POLICE EXECUTIVE DEVELOPMENT PROGRAM

FLORIDA INSTITUTE FOR LAW ENFORCEMENT

POLICE EXECUTIVE DEVELOPMENT PROGRAM
Topic Outline

FOURTH SESSION
21-23 March 1967

	8:30 9:00	9:00	10:00	11:00	12:00	1:00	2:00	3:00	4:00	5:00	6:30 to 9:40 P.M.
TUESDAY 21 Mar				Lunch	Project Review (2)		Leadership Psychology (3)				Effective Executive Communications (3)
WEDNESDAY 22 Mar	Test (.5)	Role of Law Enforcement Agencies in Government (3)				Police Personnel Management (4)					Address by Hudson Hamm (1) "Law Enforcement Education & Training"
THURSDAY 23 Mar	Police Personnel Management (3)					Group Luncheon & Guest Speaker (1)					

Fourth Session Summary:

Project Review & Assignments	2.0
Testing	.5
Government	3.0
Communications	3.0
Personnel Management	7.0
Psychology	3.0
Special Guest Speakers	2.0
	20.5

POLICE EXECUTIVE DEVELOPMENT PROGRAM

FLORIDA INSTITUTE FOR LAW ENFORCEMENT

POLICE EXECUTIVE DEVELOPMENT PROGRAM
Topic Outline

FIFTH SESSION
10-12 April 1967

	8:30 9:00	9:00	10:00	11:00	12:00	1:00	2:00	3:00	4:00	5:00	6:30 to 9:40 P.M.
MONDAY 10 Apr				Lunch	Project Review (2)		Leadership Psychology (3)				Effective Executive Communications (3)
TUESDAY 11 Apr	Test (.5)	Introduction to Police Records Systems (3)				Introduction to Police Records Systems (4)					Florida and the National Law Enforcement Communications Networks (1)
WEDNESDAY 12 Apr	Role of Law Enforcement Agencies in Government (3)			Project Assignments (.5)							

Fifth Session Summary:

Project Review & Assignment	2.5
Testing	.5
Government	3.0
Communications	3.0
Psychology	3.0
Police Records Systems	7.0
Special Guest Speakers	1.0
	20.0

POLICE EXECUTIVE DEVELOPMENT PROGRAM

FLORIDA INSTITUTE FOR LAW ENFORCEMENT

POLICE EXECUTIVE DEVELOPMENT PROGRAM
Topic Outline

SIXTH SESSION
3-5 May 1967

	8:30 9:00	9:00	10:00	11:00	12:00	1:00	2:00	3:00	4:00	5:00	6:30 to 9:40 P.M.
WEDNESDAY 3 May				Lunch	Project Review (2)		Community Sociology and Law Enforcement (3)				Leadership Psychology (3)
THURSDAY 4 May	Budgeting for Police Personnel (3)					Budgeting for Police Personnel (4)					Police Organization & Management: The Road Ahead (1)
FRIDAY 5 May	Effective Executive Communications (3)				Project Assignments (.5)						

Sixth Session Summary:

Project Review & Assignment	2.5
Community Sociology	3.0
Psychology	3.0
Budgeting	7.0
Communications	3.0
Special Guest Speakers	1.0
	19.5

POLICE EXECUTIVE DEVELOPMENT PROGRAM
Topic Outline

SEVENTH SESSION
31 May - 2 June 1967

	8:30 9:00	9:00	10:00	11:00	12:00	1:00	2:00	3:00	4:00	5:00	6:30 to 9:40 P.M.
WEDNESDAY 31 May				Lunch	Project Review (2)		The Role of Law Enforcement Agencies in Government (3)				Effective Executive Communications (3)
THURSDAY 1 June	Successful Prosecutions as a Measure of Police = Effectiveness (1.5)		Inspection & Evaluation in Police Service (1.5)			Inspection & Evaluation in Police Service (4)					
FRIDAY 2 June	Leadership Psychology (2)			Project Assignments (.5)							

Seventh Session Summary:

Project Review & Assignment	2.5
Government	3.0
Communications	3.0
Inspection/Evaluation	7.0
Psychology	2.0
	17.5

POLICE EXECUTIVE DEVELOPMENT PROGRAM

FLORIDA INSTITUTE FOR LAW ENFORCEMENT

EIGHTH SESSION
10-14 July 1967

POLICE EXECUTIVE DEVELOPMENT PROGRAM

Topic Outline

	8:30 9:00	9:00	10:00	11:00	12:00	1:00	2:00	3:00	4:00	5:00	6:30 to 9:40 P.M.
MONDAY 10 July	Project Review (1)	Introduction to Management				Introduction to Management (4)					
TUESDAY 11 July			Systems Applications in Police Management (2.5)			Systems Applications in Police Management (3)			Evaluation of Police Performance (1)		
WEDNESDAY 12 July	Inspection & Evaluation Field Assignments (3.5)					Inspection & Evaluation Field Assignments (4)					Evaluation Workshop (2.5)
THURSDAY 13 July	Field Assignment Presentations & Critique (3)										
FRIDAY 14 July	Review & Formulation of Goal Statements (3)					Luncheon & Graduation (2) Guest Speaker (1) Earl Faircloth					

Eighth Session Summary:

Management	6.0
Planning & Research	5.5
Project Review & Assignment	4.0
Inspection/Evaluation-Field Assignments and Presentations	13.0
Graduation	2.0
Special Guest Speakers	1.0
	31.5

POLICE EXECUTIVE DEVELOPMENT PROGRAM

FLORIDA INSTITUTE FOR LAW ENFORCEMENT

POLICE EXECUTIVE DEVELOPMENT PROGRAM
Topic Outline

RETRAINING SESSION
28-30 November 1967

	8:30 9:00	9:00	10:00	11:00	12:00	1:00	2:00	3:00	4:00	5:00	6:30 to 9:40 P.M.
TUESDAY 28 Nov				Lunch		Current Developments in Police Community Relations (2.5)		Police Minimum Standards Council (.5)		Florida Bureau of Law Enforcement (1)	
WEDNESDAY 29 Nov	Law Enforcement: The Police Executive's Role Past-Present-Future (3)					The Politics of Crime: Political & Legislative Development Affecting the Criminal Justice System (4)					
THURSDAY 30 Nov	Deviant Behavior in Contemporary Society (3)										

Retraining Session Summary:

Police-Community Relations	2.5
Special Guest Speakers	1.5
Decision Making	3.0
Government	4.0
Psychology	3.0
	14.0

APPENDIX G

POLICE EXECUTIVE DEVELOPMENT PROGRAM

FLORIDA INSTITUTE FOR LAW ENFORCEMENT

PSYCHOLOGICAL TESTING REPORT

By

Mildred J. Reeves

Thirty-six persons participated in the series of tests scheduled for the men enrolled in the Police Executive Development Program sponsored by the Department of Police Administration, St.Petersburg Junior College. Two tests were administered, the Lorge-Thorndike Intelligence Test and the Guilford Zimmerman Temperament Survey. The Lorge-Thorndike Intelligence Test was selected because both verbal and non-verbal items are included with a separate score for each and such a format is suitable for adults coming from the general population. The Guilford-Zimmerman Temperament Survey, predicated upon factor analysis in measuring and comparing identified traits, was chosen for a description of traits of temperament which might be related to the demands of the job.

The scores on the verbal section of the Lorge-Thorndike ranged from an intelligence quotient of 72 to an I.Q. of 143. The median I.Q. was 108.5. On the non-verbal section, the range was from an intelligence quotient of 64 to an I.Q. of 121, with a median I.Q. of 91. This means that the men are functioning more skillfully when words are used than when abstract symbols are employed which are meaningless other than the relationship structured by the test author. By contrast, logical reasoning ability would appear proportional to the vocabulary available and abstract reasoning ability, through discerning relationships among visual symbols, seems to be somewhat lower. The median verbal I.Q. of 108.5 would represent functioning in the upper-end of average range, while the median non-verbal I.Q. of 91 would be in the lower end of average range.

On the verbal scale eight I.Q. scores fall between 110 and 119, bright normal range, eight between 120 and 129, superior range. Ten scores fall between 100 and 109, five between 90 and 99 and three between 80 and 89. On the non-verbal scale the scores were distributed as follows: three between 110 and 119, four between 100 and 109, eleven between 90 and 99, seven between 80 and 89 and eight between 70 and 79.

A person who scored in one range on the verbal scale did not always score in the same range on the non-verbal. Most frequently the I.Q. score dropped on the non-verbal scale.

One sub-test, Arithmetical Reasoning on the Verbal Scale, proved especially troublesome. A check of the answer sheets revealed that one-half of the group attempted one-half the problems on this sub-test. As these problems are presented, more reading is required and more than one step in reaching a solution is necessary. In addition to needing more time for reading and comprehending, the number of steps imposed by the task created more opportunities for more errors in judgement. The resulting performance suggests that reading skill is an area which bears further exploration. The decrease in number of items attempted suggests that speed and comprehension could be improved. It is also possible that problem solving, analytical skills have deteriorated with the amount of time away from practicing mathematical reasoning problems.

The sub-tests which measure vocabulary, capacity to classify through using words, verbal comprehension and verbal analogy provided a wide scatter of responses suggestive of individual variation but there was no significant pattern apparent.

The non-verbal items provoked considerable comment and the scores showed a more constricted range. Any axis for the black, geometric designs extends no more than one-half inch. For most of the men, these designs are small and after working the five verbal sub-tests, the subjects felt that fatigue and tension lowered their visual acuity. Tension may have been increased, too, because the designs are unfamiliar representations for measuring behavior. The first and third non-verbal tests, utilize these geometric figures and when they appear the second time an increase in the number of items attempted, as well as increased scores, suggests that a practice effect may operate.

Numerical relationships is the non-verbal test which shows lowered scores. Discerning a relationship in a number series proved difficult. The results showed a tendency on the part of the subjects to skip around among the items trying to find one which could be solved readily, omitting those requiring more thought.

Seven minutes is the time allowed for the verbal tests, nine minutes for the non-verbal. This appeared ample. However, fewer men finished within the time limits imposed for the non-verbal items and complaints were stated about the format when it followed so closely after the verbal tests. Some men commented that they believed they could have done better if they had not taken the verbal tests first.

The results of the Guilford-Zimmerman Temperament Survey suggest a tendency for the men to present themselves favorably. This is apparent for those traits which would be highly desirable for law enforcement officers.

Restraint, which encompasses serious-mindedness, deliberateness, persistent effort and self-control, finds 14 of the 36 men scoring above the 90th percentile. A similar pattern shows for personal relations embodying tolerance of people and faith in social institutions. On this trait 15 of the 36 police officers score above the 90th percentile. If one drops to the 75th percentile, fifty percent of the men feel they exhibit these traits.

On three other traits, one-fourth of the men score above the 90th percentile. The traits are emotional stability which describes evenness of moods, composure, feeling in good health, friendliness which defines toleration of hostile action, respect for others and thoughtfulness which represents reflectiveness, observing of behavior in others, mental poise. When one drops to the 70th percentile, one-half of the men describe themselves as exhibiting emotional stability and thoughtfulness. It is necessary to drop to the 60th percentile to have one-half the men describe friendliness as a trait they show. Ascendance which describes assertiveness, tendency to bluff, willingness to lead and attempt to influence is an additional temperament trait which fifty percent of the men feel they exhibit almost three times out of four.

For the remainder of the traits surveyed, one-half of the group describes themselves as possessing a trait at least three times out of every five on which it could be displayed. These traits include tempo of action where fifty percent of the men see themselves as active, liking motion, production, efficiency; sociability indicating a liking for and moving toward people, objectivity an indication of lack of suspiciousness, hypersensitivity and masculinity, a predominance of interests which fit the social cultural pattern of masculine pursuits. The range for all traits runs the gamut from the tenth percentile upward.

A question which emerges is, to what degree were the traits measured present before employment. Does the individual seek this occupation because the job permits a particular temperament to function in the most comfortable manner? How much behavior modification occurs in training or on the job? Without a rating scale, filled in by an observer, it is not possible to determine how much a "halo" effect is operating on this temperament scale.

For purposes of evaluating change subsequent to a period of training, these two measures suggest that there are patterns which can be identified, described, measured and used as a basis for comparison.

APPENDIX H

POLICE EXECUTIVE DEVELOPMENT PROGRAM

FLORIDA INSTITUTE FOR LAW ENFORCEMENT

READING ASSIGNMENTS

FIRST SESSION

5-9 December 1966

TEXTBOOKS:

1. POLICE ADMINISTRATION, O. W. Wilson
2. PRINCIPLES OF MANAGEMENT, George R. Terry
3. PRINCIPLES OF MANAGEMENT, Leonard J. Kazmier
4. POLICE-COMMUNITY RELATIONS, Nelson A. Watson
5. REPORT ON THE METROPOLITAN POLICE DEPARTMENT, President's Commission on Crime in the District of Columbia

PRIOR TO	READ	UNIT
6 December	Terry	Chapters 1, 2,3, & 9
	Kazmier	Unit 1 Unit 2, Frames 1-13
7 December	Terry	Chapters 10, 12,13, & 14
	Kazmier	Unit 2, Frames 14-22 Unit 3, Frames 1-57
	Wilson	Chapters 1 & 2

8 December	Wilson	Chapters 3 & 4
	Watson	Chapters 1 & 2
9 December	Wilson	Chapter 5

The Wilson, Terry, Kazmier, and Crime Commission books become the personal property of course participants.

The Watson book is on loan from the International Association of Chiefs of Police and must be returned at the conclusion of the course. Please do not mark in this particular textbook.

FIVE STEPS RECOMMENDED FOR THE EFFECTIVE USE OF TEXTBOOKS

1. MAKE A PRELIMINARY SURVEY. Get an idea of what the material is about--what the key concepts are--before you read.
2. READ FOR UNDERSTANDING, formulating questions as you read.
3. TEST YOURSELF to be sure you can answer the questions you have raised.
4. TAKE NOTES on what you have read.
5. REVIEW the major points of the assignment and re-read any sections that do not seem clear to you.

POLICE EXECUTIVE DEVELOPMENT PROGRAM

FLORIDA INSTITUTE FOR LAW ENFORCEMENT

READING ASSIGNMENTS

SECOND SESSION

23-27 January 1967

TEXTBOOKS:

1. POLICE ADMINISTRATION, O. W. Wilson
2. PRINCIPLES OF MANAGEMENT, George R. Terry
3. PRINCIPLES OF MANAGEMENT, Leonard J. Kazmier
4. POLICE-COMMUNITY RELATIONS, Nelson A. Watson

PRIOR TO	READ	UNIT
23 January	Wilson	Chapters 6 & 7
24 January	Terry	Chapters 15, 16, 18, 19, & 20
	Kazmier	Units 5 & 6
25 January	Terry	Chapters 21, 22, 24, & 26
	Kazmier	Units 8, 9, 10, & 11
	Watson	Chapters 3 & 4
26 January	Watson	Chapters 5 & 6
27 January	Wilson	Chapters 10 & 11

POLICE EXECUTIVE DEVELOPMENT PROGRAM
FLORIDA INSTITUTE FOR LAW ENFORCEMENT

READING ASSIGNMENTS

THIRD SESSION

15-17 February 1967

TEXTBOOKS:

1. POLICE ADMINISTRATION, O. W. Wilson
2. PRINCIPLES OF MANAGEMENT, George R. Terry
3. PRINCIPLES OF MANAGEMENT, Leonard J. Kazmier
4. POLICE-COMMUNITY RELATIONS, Nelson A. Watson
5. REPORT ON THE METROPOLITAN POLICE DEPARTMENT, President's Commission on Crime in the District of Columbia

PRIOR TO	READ	UNIT
15 February	Kazmier	Unit 13
	Wilson	Chapter 9, Pages 161-173
	President's Commission	Pages 1-38

Quiz material will be taken from Third Session Reading Assignments and previous Terry Assignments.

Text entitled POLICE-COMMUNITY RELATIONS by Watson must be turned in during Third Session.

POLICE EXECUTIVE DEVELOPMENT PROGRAM

FLORIDA INSTITUTE FOR LAW ENFORCEMENT

READING ASSIGNMENTS

FOURTH SESSION

21-23 March 1967

TEXTBOOKS:

1. POLICE ADMINISTRATION, O. W. Wilson
2. PRINCIPLES OF MANAGEMENT, George R. Terry
3. PRINCIPLES OF MANAGEMENT, Leonard J. Kazmier
4. POLICE-COMMUNITY RELATIONS, Nelson A. Watson
5. REPORT ON THE METROPOLITAN POLICE DEPARTMENT, President's Commission on Crime in the District of Columbia

PRIOR TO	READ	UNIT
21 March	Terry	Chapter 34
	Wilson	Chapters 8 & 9
	President's Commission	Review Pages 1-38

Quiz material will be taken from Fourth Session Reading Assignments.

POLICE EXECUTIVE DEVELOPMENT PROGRAM
FLORIDA INSTITUTE FOR LAW ENFORCEMENT

READING ASSIGNMENTS

FIFTH SESSION

10-12 April 1967

TEXTBOOKS:

1. PRINCIPLES OF MANAGEMENT, George R. Terry
2. POLICE ADMINISTRATION, O. W. Wilson
3. REPORT ON THE METROPOLITAN POLICE DEPARTMENT, President's Commission on Crime in the District of Columbia

PRIOR TO	READ	UNIT
10 April	Terry	Chapter 35
	Wilson	Chapter 18
	President's Commission	Pages 39-62

Quiz material will be taken from Fifth Session Reading Assignments.

POLICE EXECUTIVE DEVELOPMENT PROGRAM

FLORIDA INSTITUTE FOR LAW ENFORCEMENT

READING ASSIGNMENTS

SIXTH SESSION

3-5 May 1967

TEXTBOOKS:

1. POLICE ADMINISTRATION, O. W. Wilson
2. PRINCIPLES OF MANAGEMENT, George R. Terry
3. MANAGING YOURSELF, Nations Business

PRIOR TO	READ	UNIT
3 May	Wilson	Chapter 9, Pages 173-181
	Terry	Chapter 25 & 29
	Managing Yourself	- How to be an Effective Executive - You Can Conquer Managers Greatest Fear - Make the Time You Need - How to Sell Your Ideas - How to Weigh Ideas

Quiz material will be taken from Sixth Session Reading Assignments.

POLICE EXECUTIVE DEVELOPMENT PROGRAM

FLORIDA INSTITUTE FOR LAW ENFORCEMENT

READING ASSIGNMENTS

SEVENTH SESSION

31 May-2 June 1967

TEXTBOOKS:

1. HOW TO BE A GOOD EXECUTIVE - PART I
   International Education Services, Inc. (IES)
2. MANAGING YOURSELF, Nations Business

PRIOR TO	READ	UNIT
31 May	IES Use programmed learning guide	Pages 1-44
	Managing Yourself - Learn to Work with Your Boss - Listening is a 10-Part Skill - Throw Away Your Business Grammar - How to Make a Business Decision - Teach Yourself Management Skills - How to Enjoy Your Job - Think Your Way to Success	

Quiz material will be taken from Seventh Session Reading Assignments.

APPENDIX A

POLICE EXECUTIVE DEVELOPMENT PROGRAM

FLORIDA INSTITUTE FOR LAW ENFORCEMENT

COURSE CONTENT SUMMARY

	SESSIONS	Hours	Hours	Hours	Hours	Hours	Hours	Hours	Hours	Hours	TOTAL
	Topic	1	2	3	4	5	6	7	8	Retraining	Hours
	Introduction	3.5									3.5
	History, Police	4.0									4.0
THE MANAGEMENT PROCESS	Police Administration General	15.0									15.0
	Training			10.0							10.0
	Personnel Management				7.0						7.0
	Records					7.0					7.0
	Budgeting						7.0				7.0
	Inspection & Evaluation							7.0	13.0		20.0
	Planning & Research								5.5		5.5
	Decision Making		6.0							3.0	9.0
	Management Theory	7.5	7.5						6.0		21.0
MANAGEMENT ENVIRONMENT	Community Sociology						3.0				3.0
	Police-Community Relations	4.0	8.0							2.5	14.5
	External Police Problems		3.5								3.5
	Government				3.0	3.0		3.0		4.0	13.0
THE MANAGER	Psychology, Leadership		3.0	3.0	3.0	3.0	3.0	2.0		3.0	20.0
	Communications, Executive		3.0	3.0	3.0	3.0	3.0	3.0			18.0

	Hours	Hours	Hours	Hours	Hours	Hours	Hours	Hours	Hours	TOTAL
SESSIONS	1	2	3	4	5	6	7	8	Retraining	Hours
Project Review & Assignment			2.5	2.0	2.5	2.5	2.5	4.0		16.0
Testing	3.5	2.0	.5	.5	.5					7.0
Special Guest Speakers	3.0	5.0	2.0	2.0	1.0	1.0		1.0	1.5	16.5
Graduation								2.0		2.0
TOTAL HOURS	40.5	38.0	21.0	20.5	20.0	19.5	17.5	31.5	14.0	222.5

APPENDIX B

SUMMARY OF LECTURERS

FRANKLIN G. ASHBURN, PH. D.

Assistant Professor of Criminology
Florida State University

Wednesday, 15 February 1967 2-5 p.m.

FLORIDA TRAINING RESOURCES - PANEL DISCUSSION

HAROLD W. BARNEY

Inspector
Tampa Police Department

Currently on special assignment as Field Consultant to the
International Association of Chiefs of Police
Washington, D. C.

Thursday, 8 December 1966 1-5 p.m.

POLICE-COMMUNITY RELATIONS

Thursday, 8 December 1966 Dinner

GUEST SPEAKER

Wednesday, 25 January 1967 1-5 p.m.

POLICE-COMMUNITY RELATIONS

Thursday, 26 January 1967 1-5 p.m.

POLICE-COMMUNITY RELATIONS

MICHAEL M. BENNETT, PH. D.

President
St.Petersburg Junior College
St.Petersburg, Florida

Monday, 5 December 1966 9:00 - 9:15 a.m.

WELCOME

HARRY G. BOGGS

Director
Municipal Police Officer's Retirement Fund
Office of the State Treasurer
Tallahassee, Florida

Thursday, 23 March 1967 Luncheon

GUEST SPEAKER

FRANK E. BOOKER, LL.B.

Professor of Law
Stetson University College of Law
Gulfport, Florida

Tuesday, 24 January 1967 Dinner

GUEST SPEAKER

WILLARD J. CARLSON

State Coordinator
Florida Peace Officer's Training Program
Tallahassee, Florida

Wednesday, 15 February 1967 2-5 p.m.

FLORIDA TRAINING RESOURCES - PANEL DISCUSSION

SAMUEL G. CHAPMAN

Professor
University of Oklahoma

and

The President's Commission on Law
Enforcement and Administration of Justice

Thursday, 4 May 1967 Dinner

GUEST SPEAKER

Wednesday, 29 November 1967 9 a.m. - 12 noon

LAW ENFORCEMENT: THE POLICE EXECUTIVE'S ROLE,
PAST-PRESENT-FUTURE

E. G. COLUMBUS

Captain
Fairfax County Police Department
Fairfax, Virginia

Tuesday, 11 July 1967 9:30 a.m. - 12 noon

SYSTEMS APPLICATIONS IN POLICE MANAGEMENT

Tuesday, 11 July 1967 1 - 4 p.m.

SYSTEMS APPLICATIONS IN POLICE MANAGEMENT

TIMOTHY J. DOWNEY, JR.

Department of Business Administration
St.Petersburg Junior College
St.Petersburg, Florida

Monday, 23 January 1967 9-11 a.m.

EXECUTIVE DECISION MAKING

GEORGE D. EASTMAN, PH. D.

Public Administration Service
Chicago, Illinois

and

Former Chief of Police, Seattle, Washington

Wednesday, 22 March 1967 1-5 p.m.

POLICE PERSONNEL MANAGEMENT

Thursday, 23 March 1967 9 a.m. - 12 noon

POLICE PERSONNEL MANAGEMENT

RICHARD O. EVANS

Director
Management Consultant
Tampa, Florida

Monday, 23 January 1967 1-5 p.m.

A PHILOSOPHY FOR MANAGEMENT

EARL FAIRCLOTH

Attorney General of the State of Florida
Tallahassee, Florida

Friday, 14 July 1967 Luncheon

GUEST SPEAKER

EDWARD L. FLEMMING, ED. D.

Dean of Academic Affairs
St.Leo College, St.Leo, Florida

Tuesday, 24 January 1967 9 a.m. - 12 noon

LEADERSHIP PSYCHOLOGY

Wednesday, 15 February 1967 7-9:40 p.m.

LEADERSHIP PSYCHOLOGY

Tuesday, 21 March 1967 2-5 p.m.

LEADERSHIP PSYCHOLOGY

Monday, 10 April 1967 2-5 p.m.

LEADERSHIP PSYCHOLOGY

Wednesday, 3 May 1967 7-9:40 p.m.

LEADERSHIP PSYCHOLOGY

Friday, 2 June 1967 9-11 a.m.

LEADERSHIP PSYCHOLOGY

Thursday, 30 November 1967 9 a.m. - 12 noon

DEVIANT BEHAVIOR IN CONTEMPORARY SOCIETY

MARK H. FURSTENBERG

Washington Representative
National Council on Crime and Delinquency
Washington, D. C.

Wednesday, 29 November 1967 1-5 p.m.

THE POLITICS OF CRIME: POLITICAL AND LEGISLATIVE DEVELOPMENTS AFFECTING THE CRIMINAL JUSTICE SYSTEM

JOHN E. INGERSOLL

Chief of Police
Charlotte Police Department
Charlotte, North Carolina

and

Formerly, Director, Field Operations Division
International Association of Chiefs of Police

Thursday, 1 June 1967 10:30 a.m. - 12 noon

INSPECTION & EVALUATION OF POLICE SERVICE

Thursday, 1 June 1967 1-5 p.m.

INSPECTION & EVALUATION OF POLICE SERVICE

Tuesday, 11 July 1967 4-5 p.m.

EVALUATION OF POLICE PERFORMANCE: WORKSHOP

Wednesday, 12 July 1967 7:30-10 p.m.

FIELD ASSIGNMENTS

DON JONES

Mayor
St.Petersburg, Florida

Monday, 5 December 1966 9:15-10:00 a.m.

KEYNOTE ADDRESS and INFORMAL DISCUSSION PERIOD

JAMES A. KELLY

Assistant to the Chief
Charlotte Police Department
Charlotte, North Carolina

Wednesday, 7 December 1966 Dinner

GUEST SPEAKER

JOHN C. KLOTTER

Associate Director
Southern Police Institute
University of Louisville
Louisville, Kentucky

Thursday, 16 February 1967 9 a.m. - 12 noon

LAW ENFORCEMENT TRAINING

Thursday, 16 February 1967 1-5 p.m.

LAW ENFORCEMENT TRAINING

FRANK J. LEAHY, JR.

Budget Director of Hartford
Hartford, Connecticut
Formerly Director of Finance
Chicago Police Department

Thursday, 4 May 1967 9 a.m. - 12 noon

BUDGETING FOR POLICE PERFORMANCE

Thursday, 4 May 1967 1-4 p.m.

BUDGETING FOR POLICE PERFORMANCE

JACK LEDDEN

Executive Director
Police Minimum Standards Council
Tallahassee, Florida

Tuesday, 28 November 1967 3:30-4:15 p.m.

THE POLICE MINIMUM STANDARDS COUNCIL

A. EVERETT LEONARD

Chairman
Law Enforcement Program
Daytona Beach Junior College

and

Formerly Director, Field Service Division
International Association of Chiefs of Police

Tuesday, 11 April 1967 9 a.m. - 12 noon

INTRODUCTION TO POLICE RECORDS SYSTEMS

Tuesday, 11 April 1967 1-5 p.m.

INTRODUCTION TO POLICE RECORDS SYSTEMS

JOHN H. LINDENMEYER

Assistant Professor of Political Science
University of Tampa, Tampa, Florida

Wednesday, 22 March 1967 9 a.m. - 12 noon

THE ROLE OF LAW ENFORCEMENT AGENCIES IN GOVERNMENT

Wednesday, 12 April 1967 8:30-11:30 a.m.

THE ROLE OF LAW ENFORCEMENT AGENCIES IN GOVERNMENT

Wednesday, 31 May 1967 2-5 p.m.

THE ROLE OF LAW ENFORCEMENT AGENCIES IN GOVERNMENT

DAVID A. McCANDLESS

Director
Southern Police Institute
University of Louisville
Louisville, Kentucky

Thursday, 16 February 1967 Dinner

GUEST SPEAKER

DANIEL G. McMULLEN, JR.

Member
Florida House of Representatives
Clearwater, Florida

Wednesday, 25 January 1967 Dinner

GUEST SPEAKER

TRAVIS J. NORTHCUTT, JR., PH. D.

Institute for Social Research
Florida State University
Tallahassee, Florida

Wednesday, 3 May 1967 2-5 p.m.

COMMUNITY SOCIOLOGY & LAW ENFORCEMENT

NORMAN E. POMRENKE

Assistant Director
Institute of Government
University of North Carolina
Chapel Hill, North Carolina

Monday, 5 December 1966 1-5 p.m.

THE HISTORY & DEVELOPMENT OF LAW ENFORCEMENT

Tuesday, 6 December 1966 Dinner

GUEST SPEAKER

Wednesday, 7 December 1966 1-5 p.m.

POLICE ORGANIZATION: THEORY, STRUCTURE & COMMAND

Thursday, 8 December 1966 8:30 a.m. - 12 noon

POLICE ORGANIZATION: THEORY, STRUCTURE & COMMAND

Friday, 9 December 1966 8:30 a.m. - 12 noon

POLICE ORGANIZATION WORKSHOP

E. WILSON PURDY

Former Commissioner
Pennsylvania State Police

Friday, 27 January 1967 8:30 a.m. - 12 noon

EXTERNAL POLICE PROBLEMS

Friday, 27 January 1967 Luncheon

GUEST SPEAKER

WILLIAM REED

Commissioner
Florida Bureau of Law Enforcement
Tallahassee, Florida

Tuesday, 28 November 1967 4:15-4:45 p.m.

THE FLORIDA BUREAU OF LAW ENFORCEMENT

MILDRED J. REEVES

Assistant Director of Testing
St.Petersburg Junior College
St.Petersburg, Florida

Monday, 23 January 1967 11 a.m. - 12 noon

EXECUTIVE EVALUATION RESULTS

JOSEPH SANTOIANA, JR.

Special Agent in Charge
Federal Bureau of Investigation
Tampa, Florida

Wednesday, 15 February 1967 2-5 p.m.

FLORIDA TRAINING RESOURCES - PANEL DISCUSSION

Friday, 17 February 1967 Luncheon

GUEST SPEAKER

STEPHEN L. SPERONIS, PH. D.

Vice-President for Development
University of Tampa
Tampa, Florida

Monday, 23 January 1967 Dinner

GUEST SPEAKER

JAMES D. STINCHCOMB

Supervisor, Education Project
Education and Training Section
International Association of Chiefs of Police
Washington, D. C.

Thursday, 26 January 1967 Dinner

GUEST SPEAKER

QUINN TAMM

Executive Director
International Association of Chiefs of Police
Washington, D. C.

Monday, 5 December 1966 Dinner

GUEST SPEAKER

CHARLES E. VANN

Coordinator of Training
Florida Law Enforcement Academy
Tallahassee, Florida

Wednesday, 15 February 1967 2-5 p.m.

FLORIDA TRAINING RESOURCES - PANEL DISCUSSION

DAN R. WARREN

State Attorney
Seventh Judicial Circuit
Daytona Beach, Florida

Friday, 9 December 1966 Luncheon

GUEST SPEAKER

Thursday, 1 June 1967 9:00 - 10:30 a.m.

SUCCESSFUL PROSECUTIONS AS A MEASURE OF POLICE EFFECTIVENESS

NELSON A. WATSON, PH. D.

Assistant Director
Research and Development
International Association of Chiefs of Police
Washington, D. C.

Tuesday, 28 November 1967 1:00-3:30 p.m.

CURRENT DEVELOPMENTS IN POLICE-COMMUNITY RELATIONS

DANIEL A. WREN, PH. D.

Assistant Professor of Management
School of Business
Florida State University
Tallahassee, Florida

Tuesday, 6 December 1966 1-5 p.m.

INTRODUCTION TO MANAGEMENT

Wednesday, 7 December 1966 8:30 a.m. - 12 noon

INTRODUCTION TO MANAGEMENT

Tuesday, 24 January 1967 1-5 p.m.

INTRODUCTION TO MANAGEMENT

Wednesday, 25 January 1967 8:30 a.m. - 12 noon

INTRODUCTION TO MANAGEMENT

Tuesday, 11 July 1967 9:30 a.m. - 12 noon

INTRODUCTION TO MANAGEMENT

Tuesday, 11 July 1967 1-5 p.m.

INTRODUCTION TO MANAGEMENT

ANTHONY W. ZAITZ, PH. D.

Chairman
Division of Language and Literature
St.Leo College, St.Leo, Florida

Thursday, 26 January 1967 9 a.m. - 12 noon

EFFECTIVE EXECUTIVE COMMUNICATIONS

Friday, 17 February 1967 9 a.m. - 12 noon

EFFECTIVE EXECUTIVE COMMUNICATIONS

Tuesday, 21 March 1967 7-9:40 p.m.

EFFECTIVE EXECUTIVE COMMUNICATIONS

Monday, 10 April 1967 7-9:40 p.m.

EFFECTIVE EXECUTIVE COMMUNICATIONS

Friday, 5 May 1967 9 a.m. - 12 noon

EFFECTIVE EXECUTIVE COMMUNICATIONS

Wednesday, 31 May 1967 7-9:40 p.m.

EFFECTIVE EXECUTIVE COMMUNICATIONS

APPENDIX C

TEXT & MATERIAL BIBLIOGRAPHY

Police Administration, O. W. Wilson

Principles of Management, George R. Terry

Principles of Management, Leonard J. Kazmier

Police-Community Relations, Dr. Nelson A. Watson
(Note: This book was loaned by the International Association of Chiefs of Police for use in this project. It was returned to the IACP after use.)

Report of the President's Commission on Crime in the District of Columbia on the Metropolitan Police Department

Managing Yourself, Nations Business

Managing Your People, Nations Business

Managing Your Business, Nations Business

Decision Making for Defense, Charles J. Hitch

Modernizing Local Government, Research and Policy Committee of the Committee for Economic Development

Case Studies in Police Administration, International Association of Chiefs of Police

The Challenge of Crime in a Free Society, A Report by the President's Commission on Law Enforcement and Administration of Justice

How to be a Good Executive, Part I - Part II, International Education Services, Inc.

Government of the United States, Ernest Fincher

Charter of Accountability for Executives, Phil N. Scheid from Harvard Business Review

APPENDIX D

POLICE EXECUTIVE DEVELOPMENT PROGRAM

FLORIDA INSTITUTE FOR LAW ENFORCEMENT

TOTAL ENROLLMENT

1. Alvarez, Kenneth C.	Chief	Ocala Police Department
2. Ayers, Robert R.	Asst. Chief	Dunedin Police Department
3. Baker, Earl C.	Chief	Punta Gorda Police Department
4. Baltrun, Joseph R.	Asst. Chief	Treasure Island Police Department
5. Beary, Raymond E.	Chief	Winter Park Police Department
6. Bland, William R.	Inspector	Tampa Police Department
7. Booth, Willis D.	Chief	Clearwater Police Department
8. Brown, Charles M.	Chief	Pahokee Police Department
9. Chesser, Mack M.	Chief	Lake Alfred Police Department
10. Curran, Frank	Chief	St.Petersburg Beach Police Department
11. Ellis, Roland E., Jr.	Chief	Lauderdale Lakes Police Department
12. Gallagher, Charles J.	Chief	Madeira Beach Police Department
13. Golliner, Herman W.	Asst. Chief	Gulfport Police Department
14. Growden, Argylle	Asst. Chief	Longboat Key Police Department
15. Healy, John G.	Chief	South Pasadena Police Department

16. Huett, J. T.	Chief	Mount Dora Police Department
17. Joiner, William D.	Chief	Gainesville Police Department
18. Kubala, Stanley B.	Chief	Oakland Park Police Department
19. Martin, Richard H.	Asst. Chief	Mount Dora Police Department
20. McAuley, Thomas J.	Chief	Panama City Police Department
21. Morgan, Thomas B.	Chief	Haines City Police Department
22. Parsons, Bruce E.	Chief	Cocoa Beach Police Department
*23. Richardson, Millard P.	Lieutenant	Jacksonville Police Department
24. Roberts, William T.	Chief Deputy	Pinellas County Sheriff's Department
25. Scott, Bernard S.	Chief	Wilton Manors Police Department
26. Scott, Francis L.	Chief	Sarasota Police Department
27. Sheets, Eugene D., Sr.	Chief	Dunedin Police Department
*28. Smith, Harold C.	Chief	St.Petersburg Police Department
29. Swilley, Roscoe H.	Chief	Largo Police Department
30. Tolson, John F.	Inspector	Lakeland Police Department
*31. Underhill, Burl A.	Chief	Fort Myers Police Department
32. Vann, Charles E.	Coordinator of Training	Florida Sheriff's Bureau
33. Wainright, Allison H.	Deputy Chief	Tampa Police Department

34. Wilhelmy, Richard L.	Chief	Pinellas Park Police Department
35. Williams, Arnold S.	Chief	Sanford Police Department
36. Williams, E. Berwin	Asst. Director	Florida Sheriff's Bureau

*Attended starting Second Session

ERIC Clearinghouse
SEP 14 1968
on Adult Education